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# Beginning ESL Reader – A Teacher's Guide

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# BEGINNING ESL READING - A TEACHER'S GUIDE

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Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

October 1986

This project by Ann Smith is accepted in its present form.

Date \_\_\_\_\_

Project Advisor \_\_\_\_\_

Project Reader \_\_\_\_\_

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I would like to thank all my students at the Boston YMCA Southeast Asian Program for providing me with the idea for this reader; for struggling with me through the good and bad as I experimented with and developed these materials; and finally for giving me ongoing encouragement by having so much enthusiasm when presented with these materials in the class.

## ABSTRACT

This project is a collection of ten lessons, each lesson based on a reading. The readings are for beginning adult students, whose reading ability is limited to identifying initial consonants and high-frequency sight words. The readings average three short paragraphs and include basic vocabulary and structures. They discuss themes which are relevant issues to refugees and/or immigrants adapting to United States culture - discrimination, moving to another city, losing a job, family relationships. The themes are not necessarily relevant only to refugees and immigrants but because these populations are newer to the society, issues such as losing a job can be more problematic.

The Introduction describes the background and objectives for developing this text. A second section provides a detailed description and analysis of what is included in each lesson. The ten lessons follow, each including a list of teaching objectives, a reading, instructions for introducing the reading, and a list of teaching activities.

### ERIC Descriptors

Second Language (Learning)  
Reading English (Second Language)  
Beginning Reading  
Adult Basic Education  
Adult Literacy

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## I

### INTRODUCTION

This independent professional research project consists of a set of lessons, each lesson based on one reading. The readings are geared to an audience of adult immigrant and/or refugee survival English students who are beginning level speakers and who have minimal reading skills. These students recognize some initial and final consonant sounds and some high-frequency sight words - in, to, at, the. The readings describe personal experiences of the author and are designed to raise issues and concerns relevant to newcomers adjusting to life in large American cities. Each lesson includes the objectives of the lesson, the reading, techniques for introducing the reading, and suggested teaching activities to use with the reading.

This chapter will discuss the background as to how and why these materials were initially developed and the benefits to using these materials recognized in the process of developing and field-testing the materials. Finally, it will discuss the overall objectives for developing and using these materials.

## **BACKGROUND**

As a teacher in a program and era where the competency-based curriculum is the popular format for an adult ESL class, and survival skills are the primary objective, I felt frustrated by the fact that I was allowing reading and writing activities to be reduced to copying dialogues first produced orally, completing cloze exercises, grammar exercises, phonic exercises, and learning survival words from the various competencies as sight words. The focus of an activity was never simply reading.

I kept reminding myself that many people read for enjoyment and mental stimulation. Why should I deny my students that opportunity simply because they are not strong readers, have not yet mastered certain survival skills, and have not yet entered the work force?

I searched for a beginning adult reader. Every text which I selected proved to be too difficult for my students. Even the American names of the characters and places in the basic readers were overwhelming for my students. Because my students had minimal phonic skills and low oral skills, they could only read material, somewhat independently, in which the language was primarily familiar to them. They could read material if they were able to project or anticipate the words, as they had little ability to identify the words phonetically. Their situation was analagous to the pre-schooler who reads an entire storybook from memory because the oral language is comprehensible and thus impressionable.

In my search for a basic reader, I located The New Arrival by Laurie Kuntz, Alemany Press, which helped me realize that something is not only readable for beginners if it contains familiar language, but also if the content is meaningful and interesting. The New Arrival is a collection of short stories written by a Laotian refugee, Sitha, edited by two Americans. They are stories about Sitha's

experiences with the war in Laos, leaving his family behind, living in a refugee camp, and adjusting to life in the United States. Here my students did not have to read about how the Brown family spends their Sunday afternoons but about how a Laotian managed to arrive at a refugee camp, something all my students have done themselves, and thus something to which they could relate.

Unfortunately, I could not use The New Arrival consistently with my class. Although the stories are relatively short, there were too large a number of words foreign to my students included in one story, and too many abstract expressions. In Chapter 8 of The New Arrival, Book One, there are at least eight words out of a paragraph and a half that are not part of my students' everyday vocabulary, making it difficult for them to identify these words - "life", "crowded", "weather", "safe", "friendly", "hope", "future" (Kuntz 33). Phrases such as "there is hope for the future" and "life is difficult" (Kuntz 33) are abstract and difficult to demonstrate visually, a necessity when the students language ability is minimal. The stories quickly become longer and thus include more of the same kinds of problems.

Further the structures used, although basic, are written in a rather complicated style. "Because the camp is big, it's easy to get lost. Sometimes I can't find anyone who speaks my language. People try to help me, but it's hard to understand them." (Kuntz 33), is difficult for students to follow, not because the structures are unfamiliar but because of the length and of the way the sentences are arranged. Again my students do not speak as such and therefore found it difficult to read.

I began to write my own stories for my students. I attempted to use language - structures, word order, and vocabulary - generally familiar to my students, to write about themes which are of interest and relevant to their lives, and, in order to somewhat comply with the competency-based curriculum, to use themes which also connect with a survival topic.



I was frustrated with the competency-based curriculum in teaching reading, but also in its seemingly systematic and mechanical approach. The competency-based curriculum is potentially as lacking in creativity, emotion, and meaning, as is a grammar curriculum. Students recite set phrases in applying for a job, opening a banking account, and going to the post office. The curriculum is misleading. It suggests to the student that by saying a particular phrase, the student will automatically get a particular response. It does not present language as creative, spontaneous, interchangeable, unpredictable. It does not present language as based on emotion rather than step by step routines.

The mechanicalness of the competency-based curriculum is at times particularly inappropriate because it contrasts with the emotional nature of the topics it covers. Looking for a job, entering a clinic, and calling the police, are all situations which are emotionally charged. The curriculum teaches people how to act and what to say in these situations but the fear and intimidation felt in these situations may be only minimally addressed in the classroom.

As a teacher, I felt a responsibility to acknowledge and address the emotional and creative aspect of language learning. Thus, these stories were partly developed to bridge the gap between the mechanical and the creative and the mechanical and the emotional. The fact that they are stories brings creativity to the competency curriculum. They require students to work their imaginations, to form images. Many of the activities that are suggested to use with the readings require students to be creative, to create language to express their thoughts, ideas, and feelings. The fact that the stories talk about reactions, feelings, values, brings emotion to the competency curriculum.

An additional problem I had in using the competency curriculum is that it is potentially a means of assimilation. In using the curriculum religiously, teachers can subconsciously dictate to students appropriate and inappropriate behaviors .

The curriculum potentially says that everyone should have a checking account because all good Americans have checking accounts. It says that everyone should brush their teeth three times a day because all good Americans do so.

The materials in this project, in contrast, simply expose students to American customs and behaviors. Students observe how an American reacts in a specific situation by reading about it, a passive action rather than an active action. Students observe American values and attitudes in the readings as they are written by an American.

In each lesson there is a Conversation activity which asks students what they think about the characters actions, what decisions the students would make in a similar situation, how the students would handle the situation in their own countries. Students are encouraged to evaluate, not simply intergrate American culture, to recognize the good and bad, to make judgements and comparisons, and to make their own choices about how they are going to function in this society.

These materials were also partly produced in response to a barrier I felt between myself and my students. The barrier existed as a natural consequence of a language barrier and because of the fact that it was a teacher/student relationship. Some students will always regard the authority of a teacher with the utmost respect. Although the barrier was natural, it was particularly bothersome to me because I had had the same students for several months, a result of the program's disorganization. We were curious about each others lives but little time was allowed for personal discussion as the focus was always on survival skills.

When I began to write my own stories I began to write about personal experiences. My students could then learn about me through the readings, and I in turn could learn about them as the Conversation activites encourage students to share their personal experiences and thoughts related to the reading. In this way,

barriers are broken, even at a beginning level, as teacher and student discover shared fears, concerns, visions.

The relationship becomes more equal as well as more personal. When a teacher asks of a student in a discussion "What do you think about this?", it suggests to that student that her opinion is as important and as valid as anyone else's, even that of the teacher's.

## **BENEFITS**

In field-testing and developing these lessons other benefits to using them became clear. One benefit is that because the readings are about Americans and American concerns, the students may not feel so alone with their own daily problems. Unlike The New Arrival which potentially says that because Sitha is a refugee, he has encountered particular problems, the stories in this text say that Americans too often can't afford doctors, Americans too lose their jobs because they don't have the required skills. These readings work to establish common denominators not only between teacher and student, but between American and non-American and to lessen the feelings of isolation and separation the students may feel.

I also discovered that some of the readings are an effective resource for focussing on American culture. The cross-cultural element is an integral part of ESL teaching but not often to the extent of being one of the primary objectives of a lesson. In Chapter 8, "A Wedding", the entire reading discusses an American wedding ceremony and how people view this particular marriage. A follow-up discussion is suggested on the different culture's views on marriage. A further suggested activity is to reenact an American wedding. Thus, an entire lesson can be devoted to some of the traditions and values placed on marriage in American society.

An obvious advantage to using any reading material is that word order, and previously introduced vocabulary and structures are reinforced. Reading materials can serve as an additional means of using the same language in another meaningful context. Chapter 3, "The 12 Months", reviews the calendar vocabulary through discussing the months in chronological order and through describing images. Some teachers may choose to present Chapter 3 to students who are not

familiar with the calendar vocabulary. However, if the goal is to lessen the challenge of reading for beginning readers, as these materials attempt to do, introducing a reading stocked with new vocabulary to these beginning students will not meet this challenge.

Reading material, however, also serves as an effective means of introducing new vocabulary, as long as students are not inundated with new words. If students are familiar with the majority of words, they will more easily identify the new words through context.

These readings, to an extent, attempt to remove students from a safe environment where they are exposed to frequently used survival words and basic structures in dialogues and drills and expose them to words that are less visible and common in their environment. By reading these materials or any reading material, students are placed in more of a real life situation because they will unavoidably meet words and expressions more abstract in nature. Written language is more often culturally specific and thus less definable.

One final benefit to using these reading materials is that they provide a base, a subject hopefully stimulating enough, for an unstructured, correction-free discussion to occur in which beginning students may practice fluency. It is essential that all students, even beginners, have an opportunity to put their passive knowledge to use, to communicate and formulate their thoughts in the new language in any way that they can. It is easy for teachers to assume that beginning students know less than they do and therefore to assume that language needs to be given to them. Beginning students are denied more than most students, opportunities to practice fluency.

## OBJECTIVES

What started as a basic premise, that there is a need for more basic reading materials for adults, developed into a score of objectives for producing these lessons. Some of the objectives are based on the initial motives for writing the readings and some of the objectives were defined in the process of developing these materials.

The objectives are as follows:

- To provide beginning level students who have minimal reading skills, with materials including language primarily familiar to them.
- To have the reading material not only relate to functioning in society but to be for personal enjoyment and enrichment.
- To provide reading material which is interesting, meaningful, and relevant to the student's lives.
- To provide the missing link in the competency-based curriculum which fails to address the emotional aspect of adapting to a new society and the fact that language is, by nature, creative.
- To expose students to American values, attitudes, behaviors.
- To encourage students to make judgements, comparisons, about American culture and to make decisions for themselves about what is "appropriate" behavior.
- To allow the teacher and student to relate on a more personal level by sharing experiences and feelings.
- To put teacher and student on a more equal level by discovering shared experiences and feelings.
- To acknowledge that Americans face similar problems to those of the students, that the student's problems and concerns are not necessarily particular to them because they are refugees or immigrants.

- To allow opportunities to focus on the cross-cultural aspect - traditions, customs, institutions, systems.
- To reinforce word order and previously learned vocabulary and structure.
- To at the same time, expose students to new vocabulary, not included in a survival curriculum.
- To stimulate students to describe their experiences and to express their thoughts and reactions in a correction-free environment.

Students will discover that they can read a complete story, understand it, talk about it, relate it to their own experiences and values, and become critical thinkers. They will further discover that they can do this with a minimal amount of English.

## II

### LESSON FORMAT

This independent professional project is a resource in the sense that the lessons are to be adapted and expanded upon. The teacher chooses to edit the stories according to the structures with which her students are familiar. The objectives and activities suggest different ways of using the readings.

This section provides an indepth description of each of the four sections included in each lesson - the Objectives, the Reading, the Introduction to the Reading, and the Activities. The outlines and explanations given are often more detailed than in the individual lessons and therefore the teacher should resort to this section for further clarification.



## OBJECTIVES

The first page of the lesson lists the objectives. The objectives vary somewhat from lesson to lesson. The objectives are listed in two separate categories - Affective Objectives, those which focus on emotion and communication, and Language Objectives, those which focus on language skills and accuracy. Each lesson includes roughly thirteen objectives, all of which are mentioned in the below listing.

### Affective Objectives

1. To be aware of issues, fears, concerns, common among immigrant adults and adults in general.
2. To discuss personal experiences, feelings, attitudes, related to the subject of the readings.
3. To observe North American values and customs.
4. To compare their native cultures with North American culture.
5. To explain possible reasons for the cultural differences.

### Language Objectives

1. To review structure and vocabulary through reading and through cloze exercises.
2. To demonstrate listening comprehension or reading comprehension through paraphrasing sections of the reading.
3. To demonstrate reading comprehension through identifying oral statements as true or false, through responding appropriately to oral comprehension questions, through drawing pictures, and/or through mime.
4. To develop phonic skills through rhyming words or through identifying words which have a common phoneme or phoneme combination.

5. To practice stressing individual words or compound sentences appropriately.
6. To practice reading skills through identifying written statements as true or false, through identifying words individually, and/or through reordering words in sentences or paragraphs.
7. To practice accuracy and fluency through forming sentences, completing sentences, and/or paraphrasing the stories.
8. To practice writing skills through writing sentences first produced orally.
9. To write for self-expression and creativity.

## THE READING

For beginning language students who are learning to read, some for the first time as they don't read in their first language, the experience is overwhelming as it requires both oral and reading skills. To minimize the challenge of learning to read in a second language, it is initially helpful to use orally recognizable language. Basic structures such as the simple present, simple past tenses, and future time, written in simple sentences is language which beginning students are generally familiar with and therefore the majority of which should be included in the reading materials presented to these students.

In preparing reading material however, the teacher should not, in order that her students understand what they are reading, include language which is not real or natural. The teacher should also not prohibit herself from using structures which her students cannot produce orally themselves. Structures exist which students may recognize orally but are not capable of using themselves. The present perfect, not a beginning level structure, is an example of a structure which students may recognize because it is a frequently used structure and because the past participle is often the same word as the simple past tense verb. Further the present perfect, even in simple language, is sometimes unavoidable. Unfamiliar structures and vocabulary, in general should not be prohibited but minimized.

In producing these readings, I have attempted to make these stories as simple as possible, keeping in mind the importance of real language. Teachers are encouraged to review the stories as they may identify ways to simplify or advance the structures according to the level of their particular students.

The following is a guideline for creating and adapting low-level readings.

1. Include language orally familiar to students.
2. Limit the number of words in the story.

3. Repeat the same words and structures rather than vary them so students have less words to identify.
4. Include simple sentences (as opposed to compound sentences.)
5. Remain in the simple present and simple past.
6. Double or triple space so that the words are not so close together.
7. Separate the story into short, small paragraphs.

Teachers may also want to adapt the stories because the majority of them are written in the first person. This is because many of the stories are about personal experiences of the author which her students are aware of when reading the story. As mentioned in the Introduction, in writing about her own experiences the teacher is sharing part of herself with her students and their relationship becomes more personal and equal. When the stories are true, they are more meaningful to the students.

Teachers are encouraged to adapt the stories according to their own experiences or that of people they know, if they believe that the personal element is an important one. Teachers can also choose to replace the "I" with a personal name or with the third person.

Another characteristic of the readings is that the themes are serious and melancholy. This is because many of the themes address survival issues and other issues shared by adults, particularly immigrants as they are facing these issues for the first time. Lesson 1 discusses the problem of medical expenses. Lesson 9 discusses losing a job. Lesson 6 discusses having to call the local emergency number.

I have attempted to counterbalance this serious trend with lighter themes. Lesson 3 discusses the different associations made with the months and seasons. It is sentimental, nostalgic, and reflects appreciation for life's simplicities. Lesson 8

is about a wedding ceremony and marriage in general, a pleasant subject for most people.

## **INTRODUCTION TO THE READING**

This section offers various ways to introduce the reading, depending on which of the four skill areas the teacher wishes to focus. The following is a list of different activities used to introduce the reading.

1. The teacher reads the story aloud while the students listen without reading. The objectives are two - to practice listening skills and to facilitate the student's eventual ability to read the story. Once they have heard the story, the more words they are able to predict when reading the story, as they are familiar with the subject and some of the vocabulary.

2. The reading can be introduced by the students reading in pairs. The objective is to foster independence, to have students realize their ability to read some words and to comprehend the general subject of the story with little guidance.

This method of introduction often frustrates the students because it is difficult. They expect to be able to read the entire passage and are not content with identifying only some of the words. It is essential that students push themselves to read without assistance, since in reality this is how they must read.

The teacher, however, should not allow students to constantly become dissatisfied with their ability to read, as they may lose confidence and motivation. The teacher can minimize feelings of dissatisfaction by not always having the students read independently as a first step. She can also, if she does choose this means of introduction, succeed it by reading the story aloud herself so that no major questions are left unresolved. A clear advantage to having the students first read independently is that their attention span will be greater when the teacher eventually reads aloud. The students will know which specific words to listen for - the words that remain unidentified which at this point is often a limited number.

3. The teacher can also introduce the story by initially reading the story aloud while students read silently. This is the easiest alternative for the students but it encourages less independence.

Each introduction section allows students an opportunity to read in pairs. Whether pair reading is the first step or an additional step is what varies from lesson to lesson. The strong readers are matched with the weaker readers, fostering more student independence and freeing the teacher to circulate and work with students individually.

There is also an exercise in the introduction section in which students paraphrase any sections of the story that they understand and can verbalize without resorting to their copies of the reading. Students demonstrate listening or reading comprehension through paraphrasing depending on how the story is initially introduced. If the teacher reads the story aloud as a first step while the students simply listen, then the students paraphrase the story based on what they have heard. If the students initially read the story, then they paraphrase the story based on what they have read. This exercise allows the teacher to assess how much the students initially understand and to make adjustments in the reading, if necessary, and incorporate activities which focus on the student's specific problems.

When students are paraphrasing they are not expected to speak accurately. The teacher indirectly corrects by restating in correct sentences what each student attempts to communicate. The role of the teacher is to clarify meaning.

Finally, in each introduction section a step is allotted for pronunciation work. Students will feel more secure in their ability to read if they feel they can pronounce the words. The teacher notes down pronunciation errors as students read aloud. She then writes the errors on the board and the class practices the correct pronunciations. One student reads aloud again, incorporating the correct pronunciations that initially caused problems.

## ACTIVITIES

The activities should be administered over a period of a few days, as these materials are not necessarily used as the primary focus of a lesson plan based on a competency-based curriculum, but rather as secondary materials. The teacher may also select only a few of the activities as they are suggestions.

If the teacher does choose to implement all of the activities, the sequence is useful to follow in that it alternates between activities which focus on reading and writing and those that focus on oral skills. In this way, the four skill areas are included (although listening is often mainly focussed on in Introduction to the Reading when the teacher reads aloud to the students), the skill areas can reinforce each other, and there is a variety of activities.

It is also useful to review the reading at the beginning of each day that the reading is to be the focus of an activity or activities. Students, particularly the weaker readers, can always gain new insights from the reading.

The activities are described below. They are listed according to activity types. Generally each lesson includes one activity from each activity type.

1. Each lesson has a Discussion activity type which is always represented by the same activity entitled Conversation. The teacher poses questions from a list of suggested discussion questions, exploring issues and concerns raised in the reading. The discussion questions are of two basic types. One encourages students to describe personal experiences and situations. The second type encourages students to express their opinions, feelings, values, beliefs concerning these experiences and the experiences of others. Thus, the discussion moves from the concrete to the abstract.

The discussion is unstructured. The objective is to have students converse, which they may feel more comfortable doing if they are not constantly being



corrected. Correction can be done indirectly by the teacher restating for clarification for herself and those listening what each student attempts to communicate.

The Conversation activity is the most important as it incorporates one of the primary objectives in developing these materials - to observe and discuss relevant issues for adults often based on survival topics. How this activity is sequenced is therefore important. Often this activity is one of the final exercises, allowing those activities which help reinforce the reading to be implemented first. In this way, students are better prepared to discuss the reading because they have a stronger sense of the ideas contained in the reading.

Sometimes, the Conversation activity is listed first, allowing students to converse when their ideas are new and fresh and their energy level is high. The teacher can base her decision on when to administer the discussion on the basis of how much reinforcement of the reading her students need, how much of the passage they can read and understand.

2. A second activity type is a Comprehension activity, which appears in a few different forms. In some lessons, Yes/No Statements represents the comprehension activity.

- a. Students number a blank piece of paper according to how many statements will be read in step b.
- b. The teacher reads affirmative statements related to the reading.
- c. Students respond by writing yes or no next to the number representing the statement read. Students write yes if the statement is true, based on the information in the reading, and no if the statement is false.
- d. When the teacher has completely read all the statements, she returns to the first statement and calls on individual students to explain their responses. Often a nice spontaneous discussion is generated.

Written Yes/No Statements often directly follows Yes/No Statements. Students read the statements and again write yes or no. When preparing the handout the teacher should order the statements differently, allowing for more of a challenge. This activity offers a nice opportunity to have reading and speaking reinforce each other, while still focussing on them at separate times.

Comprehension Questions has students demonstrate comprehension by responding to questions.

- a. The teacher poses questions in a discussion format which require students to remember certain facts and also to draw conclusions from these facts. A list of suggested questions is provided.
- b. Students respond in one of two ways. Students may respond orally, in which case the teacher guides them to speak accurately by using cuisinaire rods to represent individual rods. The teacher rearranges, adds, and removes rods until the students produce a correct sentence. Students can also respond by writing responses to the oral questions. In this way the teacher is able to do individual assessments of students comprehension as students are less inclined to call out and share responses when they are writing. If the spelling skills are low, which they usually are with beginners, the students can resort to a written copy of the reading.

Written Comprehension Questions is implemented if there is no writing involved in Comprehension Questions. Again, by listing these two activities in succession, speaking, reading, and writing skills reinforce one another.

Some activities require students to demonstrate comprehension through visual means. They are effective because they indicate clearly how much students understand and because they serve as visual aids for the less skilled readers.

Further, as they involve creativity, they are particularly effective for those students who communicate well through art mediums.

Drawing Pictures requires students to demonstrate comprehension by drawing pictures.

- a. The teacher rewrites the story, limiting the writing to the bottom of the page, leaving the majority of the page blank for the students to draw on.
- b. The students draw a representation of what is written at the bottom of the page.
- c. Students describe what they have drawn. An example of this activity is in Lesson 8.

Miming the Story focusses on reading comprehension by students silently acting out the story.

- a. In front of the class, one student, a narrator, reads the story aloud. Other students, each representing a character in the story, silently perform the actions of the story as the narrator reads, speaking when their characters are quoted. Props are helpful. The remaining students are spectators.
- b. The performance is repeated enough times so that all students have an opportunity to narrate or act. Examples of this activity are in Lessons 6 and 7.

3. A Grammar activity type is included in a variety of forms, which focusses on word order and producing grammatically correct sentences. Scrambled Sentences focusses on both grammar skills and reading skills. Students have to identify words individually which requires sight word and phonic skills. Students also have to know some sentence structure to reorder the sentence appropriately.

- a. The teacher selects sentences randomly from the story, and writes individual words on index cards. The cards are placed in piles, each pile

comprised of one sentence, in the middle of the table. The cards in each sentence are scrambled. Students, in groups, put one sentence at a time in correct order.

- b. Students copy the sentence, mix it up again, and place it in the middle of the table for the other students to work with.
- c. When each group has finished reordering and copying all the sentences, students recite the sentences without looking at their written work.
- d. For the longer sentences and to make reciting easier for the slower students, one student can be responsible for one word in the sentence, and thus students, as a group work together to recite the more difficult sentences. This usually generates a lot of laughter.

Completing Sentences, a Grammar activity, requires students to speak accurately.

- a. The teacher states an incomplete sentence, placing cuisinare rods in a row in front of her to represent the words in the clause. Students volunteer to complete the sentence based on their own ideas and experiences. The teacher adds more rods to the row, representing the words the student has added. The teacher rearranges, adds, and removes rods to guide the students to speak accurately.
- b. Once a correct sentence has been formed, the teacher institutes a mini-drill, having individual students repeat the sentence.

Completing Sentences in Writing directly follows Completing Sentences. It is the identical activity only it replaces speaking skills with writing skills.

Forming Sentences requires accurate speech also.

- a. The teacher writes words from the story on the board. The teacher

selects vocabulary of which the students need clarification or reinforcement.

b. Students take turns forming oral sentences, based on the reading, around the words the teacher writes on the board. The teacher guides the students to produce grammatically correct sentences by using cuisinaire rods as visual cues. She arranges, adds, and removes rods, which represent individual words. The sentences the student generate may or may not be identical to those in the reading as long as they convey the same meaning.

Forming Sentences in Writing, directly succeeds Forming Sentences. It is the identical activity but involves writing skills in place of speaking skills.

Retelling the Story, a Grammar activity, requires manipulation of structures and demonstration of comprehension as student paraphrase the story in accurate sentences. Students should not only sequence the story correctly but also include the main ideas. A way to encourage students to do this is for the teacher to previously set a minimum number of sentences necessary to complete the story.

- a. One student begins with the first sentence of the story.
- b. The next student repeats the sentence of the first student and adds her own sentence. Students continue as such, the last student to add a sentence being responsible for retelling the entire story that the students have paraphrased.

4. Each lesson contains a Writing activity which is any activity involving writing. Because with beginning readers, writing often presents the greatest challenge, the writing exercises are usually highly structured. The students do some copying which reinforces spelling patterns, yet some input from the student is required, such as the addition of a word. These activities generally reinforce an

oral exercise already mentioned, such as Comprehension Questions, Forming Sentences, or Completing Sentences.

Cloze Exercises does not have an oral counterpart. Students select a word from a pair of words to make the sentence correct. This activity involves knowledge of grammar and vocabulary. Lessons 2 and 8 include this activity.

Less often, the Writing activity is unstructured and instead encourages creativity, a main objective in developing these materials. Some students may walk away from the struggle of having to put their own thoughts on paper while others will enjoy it.

Creative Writing requires students to write about their own experiences and thoughts.

a. The students copy the title of the reading on a blank piece of paper and proceed to write a personal narrative based on the theme of the reading. Often students follow the same format of the reading, simply substituting personal information. To give this activity more structure the teacher can limit the number of sentences the students are expected to write. Creative Writing is in Lessons 4, 5, and 8.

5. A Phonics activity is in every lesson. They focus on a single phoneme or phoneme combination.

Word List has students develop phonic skills by forming lists of words with a common phoneme or phoneme combination.

a. The teacher writes one word from the story on the board to use as a model of a particular sound, for example the "y" in "young". She pronounces the word, stressing the sound that is to be the focus of the activity.

b. Students locate additional words in the story that contain the same phoneme. Students call them out as the teacher lists them on the board.

- c. Students locate words from their own vocabularies that contain the same phoneme. Students name and spell their words for the teacher as she adds them to the list on the board. If students are slow in generating words the teacher can mime some words with which her students are familiar as is done in the game Charades. The teacher circles those words on the list that will be included in a dictation the following day.
- d. (The following day) Students take turns reading the words that were circled on individual index cards.
- e. Dictation.

Charades, a Phonics activity, is the same activity as Word List, only the teacher mimes the complete list of words. The students call out and spell the words when they recognize the mime. To make this exercise even more of a game the teacher can have the students identify all the mimes within a specific time frame. An hourglass can be used as in the game Spill and Spell.

Sound Alikes develops phonic skills by students locating and matching words that rhyme. This exercise is helpful for beginners because it focusses on basic phonic skills - how the changing of an initial or final consonant effects a word. It also reinforces the idea of identical spellings sounding identical.

- a. The teacher selects words from the reading, lists them on a handout with a blank line below each of them.
- b. Students locate a word from the story or from their own vocabularies that rhymes with each of the words listed on the sheet and writes it in the blank. An example of this activity is in Lesson 7.
- c. Students, in groups, write all the words from the handout on individual index cards and place them in rows face down on the table.

d. Students take turns turning over two cards. If the words on the cards rhyme, the student keeps the two cards and takes another turn. If the words on the cards do not rhyme the student again places the cards face down in the same location on the table.

e. The game continues as such until there are no cards left to turn over. The students with the most number of matches wins the game.

6. Pronunciation activities, often included in the lessons, are important for two reasons. One reason is the more comfortable the students feel with the pronunciation of the reading, the more satisfied they will feel about being able to read the story. Secondly, the fact that the students comprehend and are familiar with the language in the story, frees them to concentrate on pronunciation.

Punctuation, a Pronunciation activity, has students practice pausing between sentences. Further, by practicing pausing when reading aloud students may begin to understand the role of punctuation and what constitutes a complete sentence.

a. The teacher prepares a handout of the reading without any periods or question marks.

b. Students listen to the teacher read aloud, following silently, marking periods or question marks where they hear the teacher pause. Commas are included in the handout so that the teacher instructs students not to place periods where they see commas. To facilitate the exercise, the teacher states the total number of periods and question marks the students need to mark.

c. Students read the story aloud, each student being responsible for one sentence and thus stopping in the correct place. This is an effective means of peer correction as the students enjoy seeing if everyone stops at the same places and thus if they placed their question marks and periods in the same places.



Syllable Listing allows students to focus on multi-syllabic words which present a challenge to beginners both in pronunciation and reading.

- a. The teacher writes two words on the board in separate columns. The words can be from the reading or words from the student's vocabulary. The words have the same number of syllables but their stress lies on different syllables. The teacher writes the words with space between each syllable, allowing students to read the word phonetically more easily. She indicates where the stress lies with a mark. Students practice stressing the word correctly.
- b. Students locate words from the reading with the same number of syllables as those on the board. Students call out the words. The teacher repeats the words. By listening to the teacher pronounce the words, the students decide in which column each word belongs, according to where the stress lies.
- c. Students next draw from their own vocabularies and add more words to the columns, again listening to the teacher pronounce the words to decide under which column the word belongs.
- d. Students practice reading the words, stressing the appropriate syllables. The teacher demonstrates the stress by tapping or clapping with her hands. The students are encouraged to read in unison with the clapping or tapping. Students read individually and then chorally.
- e. A student claps while the teacher and/or another student simultaneously reads.

7. A Reading activity is found in each lesson in a variety of forms, most of which have already been discussed under a different activity type as for example Scrambled Sentences which requires both grammar and reading skills.

Card Reading is one Reading Activity which simply requires students to identify words individually and randomly.

- a. The teacher writes words from the story on individual index cards.
- b. The teacher displays cards individually, asking different students to read the words.
- c. One student reads all the index cards. Once the student has attempted to read the card, the teacher places it in one of two piles - one pile for those cards that are identified correctly and another pile for those words which the student cannot or does not identify correctly. This is a visual means of measuring progress as the "unknown" piles hopefully get smaller each time and it also breaks up the monotony of developing reading skills by creating a sort of game.

### **III**

## **LESSONS**

## 1.

**DOCTORS****Affective Objectives**

1. To discuss personal feelings toward medical professionals.
2. To describe their doctor and their relationship with their doctor.
3. To describe how they pay their medical expenses and to learn how others do so.
4. To discuss the high medical expense situation in the United States and how it compares to their native countries.

**Language Objectives**

1. To paraphrase sections of the story.
2. To respond to oral questions.
3. To practice asking yes/no and simple wh-questions orally.
4. To write basic responses in sentence form to written questions.
5. To reorder selected sentences from the reading.
6. To identify words from the story written separately and randomly on index cards.
7. To practice pausing in appropriate places in compound sentences.
8. To generate, identify, and spell words with initial consonant "d".

## Doctors

Some people don't like doctors. When they get sick they don't go to the doctor. They are afraid of doctors. They don't want the doctor to tell them they are sick. They don't want the doctor to tell them to go to the hospital.

Some people don't like doctors because doctors are very expensive. Some people don't have insurance. They don't have enough money to pay for a doctor. This is a problem. When people don't have insurance, they don't have enough money to go to the doctor.

## INTRODUCTION TO THE READING

1. Students take ten or fifteen minutes to attempt to read the story on their own, circling the words they are unable to identify. Students read in pairs. The strong readers are matched with the weaker readers, allowing for more independence from the teacher. The teacher circulates, working with students individually.
2. The teacher reads the story aloud while students follow silently, giving students an opportunity to identify their circled words.
3. Students paraphrase any part of the reading they can remember and/or verbalize, without resorting to their copies of the reading. Students are not required to speak accurately. The teacher indirectly corrects the students by restating in correct sentences for herself and those listening what each student attempts to communicate. The role of the teacher is to clarify meaning.
4. Students take turns reading sections of the story aloud. The teacher records pronunciation errors.
5. The teacher writes the mispronounced words on the board and students practice the correct pronunciation.
6. One student reads the entire reading aloud, incorporating the correct pronunciations focussed on in step 5.

The theme of this reading, health, is an issue that particularly concerns newcomers who have difficulty understanding the American medical system and whose health problems may be compounded by the radical change in climate, diet, and health customs.

Some newcomers, however, find doctors who are of the same ethnic background or with whom they share a common or similar language. For instance,

Vietnamese refugees often go to Chinese doctors. In this case, the health care customs and payment arrangements may be less different from what they are accustomed to and thus they may be less concerned with the subject of the reading.

## ACTIVITIES

Conversation

- a. The teacher asks questions in a discussion format.
- b. Individual students respond and then pose the same question to another student. Here, because the questions are simple, is a good opportunity for students to practice asking questions, a structure which is always in need of review. Further, by encouraging students to pose the questions, the discussion becomes one between students rather than one between students and teacher. The teacher encourages accuracy with the question posing because it is likely to be reviewed but does not correct the responses, as they can include a lot of information which the students may have to struggle to communicate.

## Example Discussion Questions:

1. Do you always go to the doctor when you are sick?
2. Are you sometimes afraid of doctors?
3. Where is your doctor?
4. Do you always go to the same doctor?
5. Is your doctor nice?
6. Is your doctor American?
7. Do you understand your doctor?
8. Do you have insurance?
9. How much do you usually pay your doctor?
10. Do you think it's expensive to go to the doctor in the United States?
11. Is it expensive to go to the doctor in \_\_\_\_\_(student's country)?



### Written Questions.

- a. Students write responses on a handout containing the questions listed above. Students are encouraged to write in complete sentences.

### Scrambled Sentences.

- a. The teacher selects sentences randomly from the story, and writes the words on individual cards. The cards are placed in piles, each pile comprised of one sentence, in the middle of the table. The cards in each sentence are scrambled.
- b. Students, in groups, arrange one sentence at a time in correct order.
- c. Students copy the sentence, mix it up again, and place it in the middle of the table for the other students to work with.
- d. When each group has finished reordering and copying all the sentences, students recite the sentences without looking at their written work.
- e. For the longer sentences and to make reciting easier for the slower students, one student can be responsible for one word in the sentence, and thus students, as a group work together to recite the more difficult sentences. This usually generates a lot of laughter.

### Card Reading

- a. The teacher writes words from the story on individual index cards.
- b. The teacher displays cards individually, asking different students to read the words.
- c. One student reads all the index cards. Once the student has attempted to read the card, the teacher places it in one of two piles - one pile for those cards that are identified correctly and another pile for those words which the student could not identify correctly.

d. The teacher counts aloud the cards in each pile. This is a visual means of measuring progress as the "unknown" piles hopefully get smaller each time and it also breaks up the monotony by creating a sort-of game.

### Marking Pauses.

- a. The teacher prepares a handout on which compound sentences from the reading are listed separately.
- b. The teacher reads the sentences aloud while students follow silently, marking lines at the points in the sentence where they hear the teacher pause. Example: T: "They don't want (pause) the doctor to tell them (pause) they are sick. On the handout the teacher writes the words further apart from one another, making it easier for the students to locate the space where they need to mark the line.
- c. Students read back the sentences, pausing where they have marked the lines. The teacher can encourage students to stop only at the lines by breathing accordingly, stopping to take breaths at the marked lines. This part of the activity is a welcome change from listening to individual students read slowly. Students seem to enjoy the challenge of not being able to pause wherever they like.

### Word Lists.

- a. The teacher writes "doctor" at the top of the board, underlining "d" and stressing the sound of "d".
- b. Students locate the other words in the reading that has "d" as its initial consonant.

- c. Students work together as a class, calling out other words from their own vocabularies containing the initial consonant "d". The teacher writes the words on the board as the students name and spell them aloud.
- d. If the students have difficulty recalling words, the teacher can help them generate some of the following words, by miming as is done in the game Charades: do, does, did, dark, dancing, down, day, door, died. Miming assumes that the students are familiar with the words.
- e. The teacher circles some of the words, indicating the words to study for a dictation the following day.
- f. Students copy the circled words.
- g. (The following day) Students take turns reading the words from step e on individual cards.
- h. Dictation.

**2.****MOVING****Affective Objectives**

1. To discuss the problems involved in moving to a new city.
2. To discover fears people share about moving.

**Language Objectives**

1. To review basic adverbs.
2. To paraphrase sections of the reading.
3. To respond to oral comprehension questions.
4. To write responses to written comprehension questions.
5. To read and spell words containing the initial consonant blend "th".
6. To create sentences orally, based on a single word from the reading.
7. To review vocabulary and structures through completing cloze exercises.
8. To role-play various ways of saying good-bye to friends and associates who are moving away.

## Moving

Three Cambodian students are moving to New Bedford. Their names are Seath, Hun, and Houn.

They are good students. They work hard. They come to class almost every day. They listen carefully. They learn quickly. They can speak English better now. They are also very nice people. I'm sorry they are leaving.

They are nervous about moving. New Bedford is seventy miles from Boston. They don't have jobs. They don't know the streets, the stores, the schools, the churches in New Bedford. They don't know anyone in New Bedford. There aren't any Cambodians in New Bedford.

I hope they are happy in New Bedford. I hope they find good jobs because they are hard workers. I hope they make many friends. I hope they have a good life in New Bedford. I wish them good luck. I will miss them.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud while the students listen without any copies to follow.
2. Students paraphrase any parts of the reading they can remember and/or verbalize. No correction work is requested of the students. The teacher indirectly corrects the students by restating in correct English for herself and those listening what each student attempts to communicate. The role of the teacher is to clarify meaning.
3. The teacher distributes copies and again reads the story aloud as the students follow silently. Vocabulary questions are discussed when the teacher has completed the reading.
4. Students read aloud to each other in pairs, freeing the teacher to circulate and work with students individually. The strong readers are matched with the weaker ones so that students are able to work more independently.
5. Individual students take turns reading sections of the story aloud. The teacher records pronunciation errors.
6. The teacher writes the mispronounced words on the board. Students practice the correct pronunciation.
7. One student reads aloud the entire reading, incorporating the correct pronunciations focussed on in step 6.

## ACTIVITIES

### Comprehension Questions.

- a. The teacher poses questions in a discussion format, requiring students to remember certain facts and also to draw conclusions from these facts. Students respond orally. The teacher uses cuisinaire rods to represent individual words, guiding students to produce accurate sentences by rearranging the rods for correct word order, adding and removing rods.
- b. Once the sentence is correct, the teacher uses the sentence as a model for a drill, having students individually repeat the correct sentence.

### Example Comprehension Questions:

1. Who is moving?
- 2.. Where are the three students moving to?
3. Is New Bedford near Boston?
4. Are Seath, Houn, and Hun good students? Why?
5. Do Seath, Houn, and Hun have jobs in New Bedford?
6. Are there many Cambodians in New Bedford?
7. How do they feel about moving?

### Written Comprehension Questions.

- a. Students read the same questions discussed above and write their responses. They are encouraged to write in complete sentences.

### Word List.

- a. The teacher writes "the" on the board, underlining the "th" and stressing the sound.

- b. Students work in pairs or groups and list the additional eight words found in the reading which have the initial consonant blend "th".
- c. Students practice reading the list.
- d. One student writes the list on the board as the students call out the words.
- e. (The following day) Students take turns reading the words from the list on individual index cards.
- f. Dictation.

### Forming Sentences.

- a. The teacher writes on the board, one at a time, each of the words from the "th" word list. The students take turns forming oral sentences, based on the story, around the written word. For example, the teacher writes "them". A student produces "I will miss them." Students are to generate sentences which carry the same meaning as those in the reading but are not necessarily identical to those in the reading. The teacher can guide students to produce correct sentences by using cuisinare rods as visual cues. She arranges, adds, removes rods, which represent individual words.
- b. Once a correct sentence is established the teacher institutes a mini-drill, using the sentence as a model for other students to repeat.

### Conversation.

- a. The teacher asks questions in a discussion format. Students respond orally. Correction is done indirectly by the teacher restating for clarification for herself and those listening what each student attempts to communicate.

Example Discussion Questions:

1. Why do you think Seath and Houn and Hun are moving? Why do people move?
2. Are the students happy about moving? How do they feel about moving?



3. Why are they nervous about moving?
4. When you moved to (Boston) did you move with your family? Did you know any people here? Did you know the streets?
4. Do you want to move again to a different city or a different state? Where do you want to move? Why?
5. How do you feel about moving far away?

### Cloze Exercises

Example worksheet.

1. Three students are \_\_\_\_\_ to New Bedford.  
(going, walking).
2. New Bedford is \_\_\_\_\_ from Boston.  
(far, next to)
3. I hope they \_\_\_\_\_ good jobs.  
(take, get)
4. They learn \_\_\_\_\_.  
(slowly, fast)
5. \_\_\_\_\_ names are Seath, Houn, and Hun.  
(Their, Her)
6. I will miss \_\_\_\_\_.  
(they, them)
7. There \_\_\_\_\_ any Cambodians in New Bedford.  
(are, aren't)
8. They \_\_\_\_\_ come to class.  
(usually, never)

9. They \_\_\_\_\_ have jobs in New Bedford.

(don't, not)

10. They \_\_\_\_\_ good students.

(is, are)

This activity requires students to demonstrate knowledge of both structure and vocabulary.

### Role Play.

- a. The teacher prepares two index cards describing two different roles in a specific situation.
- b. Students work in pairs, each partner receiving one of the two cards. Each partner assumes the role that her card describes.
- c. The teacher and one other student role-play the situation described in the cards. The teacher assumes the role of the person who is not moving (see role descriptions below) so she can initially demonstrate for the class
- d. Students practice the role-play in pairs.
- e. Different pairs present the role-play to the class. Teacher makes a note of structural errors.
- f. The teacher writes the errors on the board. The class corrects the errors together.
- g. A final pair performs the role-play incorporating the corrections made by the class.

### Card Examples.

Card 1: You are moving to New York next week. You see a friend in the supermarket. Tell your friend you are moving.

Card 2: You are at the supermarket. You see a friend. Talk to your friend.

**3.****THE 12 MONTHS****Affective Objectives**

1. To recognize some North American traditions - Valentine's Day, Christmas, summer vacations, seasonal food.
2. To describe personal associations with the months and seasons.

**Language Objectives**

1. To review the calendar months through chronological order, associations, and images.
2. To paraphrase sections of the reading.
3. To demonstrate comprehension through identifying oral statements as true or false.
4. To identify written statements as true or false.
5. To identify and spell words with the initial consonant "v".
6. To draw pictures representing the reading.
7. To complete sentences orally and in writing.
8. To review vocabulary in the reading.

## The 12 Months

There are 12 months in the year. For me, every month is different...

When I think about January, I think about cold weather because I'm from Boston.

When I think about February, I see the color red because Valentine's Day is in February.

When I think about March, I see trees blowing because it's windy.

When I think about April, I see rain, rain, rain.

When I think about May, I think about my father because his birthday is in May.

When I think about June, I see green grass and flowers. I see happy young people because the schools are closing.

When I think about July, I think about going to the beach.

When I think about August, I see corn because everyone eats corn in August. I see people taking vacations.

When I think about September, I see students going to school because the schools open in September.

But October is my favorite month. I see blue skies, red, orange, yellow trees. I see people picking apples.

When I think about November, I think about my grandfather because he died in November.

When I think about December, I see Christmas trees. I see people shopping in crowded stores.

## INTRODUCTION TO THE READING

1. The teacher reads aloud while the students follow silently. Students circle the vocabulary they do not understand. The vocabulary questions are explained when the teacher has completed the reading so that there are no interruptions.
2. Students read in pairs. The stronger readers are matched with the weaker readers allowing more independence from the teacher. The teacher circulates, working with students individually.
3. Students take turns reading sections of the story aloud. The teacher records pronunciation errors.
4. The teacher writes the pronunciation errors on the board and students practice the correct pronunciations.
5. One student reads the entire reading, incorporating the correct pronunciations focussed on in step 4.
6. Students turn over their copies of the reading. Students paraphrase any part of the reading they can remember and/or verbalize. No correction work is requested of the students. The teacher indirectly corrects the students by restating in correct sentences for herself and those listening what each student is attempting to communicate. The role of the teacher is to clarify meaning.

This reading is lengthier than most of the readings in this text. This should not be an obstacle if the students are familiar with the calendar vocabulary, the climate of the United States, and some American customs.

The reading will then be easier for them as they will be able to rely on memory and associations. Further, the same clause "When I think about.." is

repeated twelve times which accounts for a considerable number of the words contained in the reading.

## ACTIVITIES

### Yes/No Statements.

- a. Students number a blank piece of paper one to sixteen.
- b. The teacher reads affirmative statements aloud, related to the reading.
- c. Students respond by writing yes or no next to the number that represents the statement read. Students write yes if the statement is true, based on the information in the reading, and no if the statement is false.
- d. When the teacher has finished reading all the statements, she returns to the first statement and calls on individual students to share and explain their responses.

### Example Statements:

1. Valentine's Day is in November.
2. There is a lot of snow in April.
3. My father's birthday is in May.
4. It is windy in March.
5. It is hot in January.
6. The stores are crowded in December.
7. People go to the beach in October.
8. Students begin school in February.
9. There are 12 months in the year.
10. There are 15 months in the year.
11. The schools close in June.
12. It is cold in January in Boston.
13. Everyone eats corn in August.
14. I like to go to the beach in January.
15. Many people take vacations in August.



16. The grass is green in January.

Written Yes/No Statements.

- a. The teacher prepares a handout with the above statements. The order varies from that read orally by the teacher, making the exercise more challenging for the students.
- b. Students read the statements and respond by writing yes or no.

Word List.

- a. The teacher writes "valentine" at the top of the board, underlining the "v" and modeling the sound.
- b. Students work together as a class to generate a list of words from their own vocabularies which have the initial "v". The teacher or a student writes the words on the board as the students name and spell them.
- c. The teacher can help students generate words by miming as is done in the game Charades. Some survival words are very, vacation, vacuum, vest, vent, van. Miming assumes that the students are familiar with the words.
- d. The teacher circles some of the words, indicating those words to study for a dictation.
- e. Students copy the list of circled words.
- f. (The following day) Students take turns reading the circled words on individual cards.
- g. Dictation.

Drawing Pictures.

- a. The teacher rewrites the reading on twelve separate pages, placing one paragraph at the bottom of each page.

- b. Students draw a representation of what is written at the bottom of the page in the empty space. Crayons or magic markers of a variety of colors are provided. Because twelve pictures is a lot to draw in one class period, students can complete their pictures for homework.
- c. (The following day) Students explain what they have drawn.

### Completing Sentences

- a. The teacher states the first clause of the story, placing four cuisinaire rods on the table in front of her to represent the four words that she says, "When I think about January..." Students volunteer to complete the sentence based on the reading; "When I think about January I see cold weather". The teacher adds more rods to the row already placed there, representing the words the student has added. The teacher guides the students to speak accurately by rearranging, adding, and removing the rods.
- b. Once a correct sentence has been established the teacher uses it as a model for a mini-repetition drill.
- c. The teacher continues stating clauses changing only the month. She does not follow the chronological order, challenging students to recognize the month orally rather than by order. Not all the sentences are drilled as this represents only the first part of the exercise and the least challenging part. Students may tire if they are drilled too much.
- d. The teacher again states the first clause of the story using the cuisinaire rods. Students now must complete the sentence, expressing their own ideas and associations. The teacher encourages them to think of their native countries.
- e. Once an accurate sentence is established, it is used as a model for a mini-repetition drill.

### Completing Sentences in Writing.

- a. The teacher prepares a handout of the reading, including only the twelve initial clauses; "When I think about (a month) I think about..." or "When I think about (a month) I see....". Two blank lines follow each clause.
- b. Students complete the sentences, writing their own ideas which they expressed in the previous activity on the blank lines.

### Conversation.

Students take turns reading sections of their completed writing assignments of the previous activity to the class. Students explain their responses to the class.

### Password.

- a. The class is divided into two teams.
- b. The teacher says a month and students respond with a single word associated with that month, based on the reading. For example; T: "August", Student: "corn". The first student to call out a correct word gains a point for his/her team. Each time the teacher repeats a month, students must generate a different word. The words do not have to be contained in the reading, as long as they are similar in meaning.

This exercise is a fun way of reviewing the large amount of vocabulary in the reading.

## 4.

**GETTING LOST****Affective Objectives**

1. To be aware of the difficulty many people have reading maps.
2. To discuss personal experiences of getting lost, and of feeling paranoid and conspicuous in certain places.
3. To describe the ethnic make-up of one's neighborhood.
4. To discuss why different ethnic groups often live separately.

**Language Objectives**

1. To review some of the vocabulary included in the competency "following directions".
2. To demonstrate listening comprehension through paraphrasing sections of the reading.
3. To demonstrate reading and listening comprehension through identifying oral statements as true or false.
4. To generate, read, and spell words containing the vowel-consonant combination "ar".
5. To punctuate the reading appropriately.
6. To retell the story.
7. To write about a personal experience of getting lost.
8. To use the conjunction "so" appropriately.

## Getting Lost

One day I wanted to see a friend. I'd only lived in Boston for one month. I didn't know how to go to his house so I looked on a map.

I got on my bicycle. It was 4:30 so it was a little dark outside.

I went down Harvard Street. Then I turned the wrong way. I turned right, not left. I didn't understand the map. I got lost.

Then the neighborhood looked different. Everybody was black. I was the only white person. Someone shouted to me, "Hey, you on the bicycle." Now it was very dark. I was afraid. I went home the same way I came.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud at least once while the students listen without copies to follow. The teacher can use a map to show the route that was followed in the reading. In this case, she will most likely have to change the description of the route in the story.
2. Students paraphrase any section of the reading they understood from listening or can verbalize. No correction work is requested of the students. The teacher indirectly corrects by restating in accurate sentences to clarify for herself and those listening what each student attempts to communicate. The role of the teacher is to clarify meaning.
3. Students read in pairs. The strong readers are matched with the weak readers to allow for more independence from the teacher. The teacher circulates, working with students individually.
4. Students take turns reading sections of the story aloud. The teacher notes down pronunciation errors.
5. The teacher writes the pronunciation errors on the board and students practice the correct pronunciation.
6. One student reads the entire reading aloud, incorporating the correct pronunciations of those words focussed on in step 5.

## ACTIVITIES

### Yes/No Statements.

- a. Students number a blank piece of paper one to twelve.
- b. The teacher reads affirmative statements aloud, related to the reading.
- c. Students respond by writing yes or no next to the number that represents the statement read. Students write yes if the statement is true, based on the reading and no if the statement is false.
- d. When the teacher has finished reading all the statements, she returns to the first statement and calls on individual students to explain their responses.

### Example Statements:

1. I'd lived in Boston for one year when I got lost.
2. I knew how to go to my friend's house.
3. It was dark outside when I went to my friend's house.
4. I went to my friend's house in the morning.
5. I took a bus to my friend's house.
6. I went to my friend's house alone.
7. I got lost because I didn't look at a map.
8. I got lost because I didn't understand the map.
9. I was afraid because I was the only white person on the street.
10. I went home because I was afraid.
11. I was afraid so I called my friend and asked him to take me to his house.
12. I ate dinner at my friend's house.

### Charades.

- a. The teacher writes "start" at the top of the board, underlining the "ar" and modeling the sound.

- b. The teacher mimes additional words which include "ar". Students call out and spell the words when they recognize the mime. Some survival words are; car, park, mark, market, cart, card, hard, heart, part, yarn, are, smart. To make the game more interesting the students can attempt to name all the words the teacher mimes within a specific time frame. An hourglass, as is used in the game Spill and Spell can be used to measure the time.
- c. The teacher circles some of the words, indicating which words to study for a dictation. Students copy the list of circled words.
- d. (The following day) Students take turns identifying the words circled in step c on individual cards.
- e. Dictation

### Punctuation.

- a. The teacher prepares a handout of the reading, excluding the periods.
- b. Students listen to the teacher read aloud, following silently, marking periods where they hear the teacher pause. As commas are included on the handout, the teacher instructs students not to mark periods where there are commas. To facilitate the exercise the teacher can state the number of periods the students need to mark in the reading. She can also leave more space between words on the handout to make the reading easier.
- c. Students read the story aloud, each student being responsible for one sentence and thus stopping in the correct place. This is an effective means of peer correction as students enjoy seeing if everyone stops in the same places.

### Paraphrasing the Story

- a. One student begins with the first sentence of the reading.



b. The next student to volunteer, repeats the sentence of the first student and adds her own sentence. Students continue as such, the last student being responsible for retelling the entire story. The objective of the activity is not to retell the story verbatim but to paraphrase the story, sequencing it correctly and including the main ideas.

### Conversation.

a. The teacher asks questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and for those listening what each student attempts to communicate.

Example Discussion Questions.

1. Why did I get lost?
2. Did you know (Boston) when you had lived here only one month?
3. Can you read maps?
4. What happened when I got lost?
5. Were you ever lost? Were you ever lost in Boston? What did you do?
6. Did you ever walk in a neighborhood where you were the only (Cambodian)? How did you feel? Did anyone say anything to you? What did you do?
7. What kind of people live in your neighborhood (on your street) - Cambodians, Vietnamese, Spanish, white, black?
8. In Boston, often people don't live together. Black people live in one part. White people live in a different part. Chinese people live in another part. Why don't people live together? Do you think people want to live together? Can people live together? Why? Why not?

The final part of this discussion may prove futile with beginning students who have recently arrived in the United States. They may be unaware of the existence of ethnic and segregated neighborhoods because they do not often venture far from their own neighborhoods. Moreover, they often live in integrated neighborhoods where there is a variety of immigrants.

Other issues that would serve well as a focus for discussion is the cultural diversity that is unique to the United States and the history of immigration in the United States.

### Creative Writing.

- a. The teacher writes on the board "One day I got lost."
- b. Students copy the sentence and continue writing about a personal experience of getting lost. Students resort to their copies of the reading for ideas, vocabulary, and spelling. To facilitate this exercise, the teacher can limit the number of sentences the students are expected to write.

### Matching Sentence Clauses.

- a. The teacher states the first clause of the first sentence from the reading which includes the conjunction "so". She places cuisinaire rods in a row on the table to represent each word that she speaks, "I didn't know how to go to his house so.....". Students complete the sentence based on the reading. The teacher uses cuisinaire rods to guide students to speak correctly, rearranging, adding, and removing rods which represent individual words.
- b. The exercise is repeated with a different clause, "It was dark outside, so..."
- c. The teacher writes sentences containing two clauses with the conjunction "so". She writes the clauses on separate pieces of paper. She gives each student a clause.

- d. Students circulate, reading their clauses to each other with the goal of forming a sentence with another student, including the conjunction "so".
- e. Once each pair of students forms a correct sentence they tape the two clauses on the board and write "so" between the two clauses, forming a complete sentence.

#### Example Sentences

I didn't have any stamps /so/ I went to the post office.

She missed the bus /so/ she took a taxi.

It's raining /so / we're not going to the beach.

He has a job now /so/ he doesn't get welfare.

The fish was expensive /so/ we didn't buy any.

My supervisor gave me a raise /so/ now I make more money.

**5.****MY FAMILY****Affective Objectives**

1. To observe North American family structure and relationships.
2. To observe the North American value of independence.
3. To describe native family structures.
4. To compare the relationship of young adult Americans with their families to the relationships of young people of their native countries with their families.
5. To discuss possible reasons for the differences between cultures in family structures.

**Language Objectives.**

1. To review family vocabulary.
2. To paraphrase sections of the reading.
3. To respond to oral comprehension questions.
4. To write responses to written comprehension questions.
5. To identify, generate, and spell words containing the consonant "y".
6. To practice pronunciation of two-syllable words.
7. To write a description of their families.
8. To identify words from the story written separately and randomly on index cards.

## **My Family**

My family is like many American families. It's not big and it's not small. There are five people in my family - three children and my parents. I am 26. My brother is 25 and my sister is 21. We are not married.

I don't live with my family. I live with friends. My parents live two hours from me. I see them once a month. My brother lives in California. I see him once a year.

Many young Americans leave their families when they are 18 or 19. They move to a different city. They go to school or they get a job. They don't usually get married when they are 18. Some Americans think it's good for young people to go away from their families for a few years.

## INTRODUCTION TO THE READING

1. Students take fifteen or twenty minutes to read the story on their own, circling the words they cannot identify. Students read in pairs. The stronger readers are matched with the weaker readers to allow for more independence from the teacher. The teacher circulates, working with students individually.
2. The teacher reads the story aloud. All vocabulary questions are explained when the teacher has completed the reading so that there are no interruptions and the students have an opportunity to identify the words they circled through context.
3. Students again practice the reading in pairs.
4. Students take turns reading sections of the story aloud to the class. The teacher records pronunciation errors.
5. The teacher writes the pronunciation errors on the board and students practice the correct pronunciation.
6. One student reads the entire reading aloud, incorporating the correct pronunciation of those words focussed on in step 5
7. Students, without looking at the reading, paraphrase any part of the reading they can remember and/or verbalize. No correction work is requested of the students. The teacher indirectly corrects the students by restating in accurate sentences to clarify for herself and those listening what each student attempts to communicate. The role of the teacher is to clarify meaning.

## ACTIVITIES

### Comprehension Questions.

- a. The teacher poses questions in a discussion format. Students respond orally. The teacher uses cuisinaire rods to represent individual words, guiding students to produce accurate sentences by rearranging, adding, and removing rods.
- b. Once the sentence is correct, the teacher uses the sentence as a model for a mini-repetition drill.

### Example Comprehension Questions.

1. Is my family big?
2. How many people are in my family?
3. How old is my sister?
4. Who do I live with?
5. Do my parents live in Boston?
6. How far do my parents live from me?
7. When do I see my parents?
8. Do I see my brother every month? Why not?
9. What do young Americans often do when they are 18 or 19?
10. Do Americans usually get married when they are 18?

### Written Comprehension Questions.

- a. Students read the same questions discussed above and write responses. The teacher encourages them to write in complete sentences, reinforcing sentence structure.

### Word List

- a. The teacher writes "young" on the board, underlining the "y". She pronounces the word several times, stressing the initial "y" sound.
- b. Students work in groups to generate a list of words containing the initial "y". Students first list words from the reading and then words from their own vocabularies.
- c. The groups combine their lists to make a single list which is written on the board. If students have difficulty generating words, the teacher can help by miming words as is done in the game Charades. Miming assumes that the students are familiar with the vocabulary. Some words that are generally familiar to beginners, not found in the reading are - you, your, yes, yet, yellow, yell, yesterday.
- d. The teacher circles the words that students are to study for a dictation the following day.
- e. (The following day) Students identify the words from step d on individual index cards.
- f. Dictation.

### Syllable Listing.

- a. The teacher writes "people" or any two-syllable word from the reading on the board. She leaves space between the two syllables and places a stress mark over the first syllable as she pronounces the word.
- b. Students, in pairs, list the remaining seven two-syllable words from the reading excluding the numbers - brother, sister, parents, away, many, children, city, married.
- c. The teacher writes the eight words on the board as the students spell them aloud, leaving space between the syllables.



- d. The teacher models each word separately and asks students where to place the stress mark. Students observe the consistency of stress on second-syllable words as "away" is the only word with the stress on the second syllable rather than the first.
- e. Students practice the pronunciation of the words. The teacher demonstrates the stress by clapping her hands or tapping with a pencil. The students read in unison with the clapping or tapping.
- f. The teacher and students read in unison with another student's clapping or tapping.

This exercise is useful because it focusses on a prevalent problem - the mispronunciation of two-syllable words. Students will invariably pronounce "city" (ci ty').

#### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening what each student attempts to communicate.

#### Example Discussion Questions.

1. What do many Americans do when they are eighteen or nineteen?
2. Do many young Americans get married when they are eighteen?
3. In (Vietnam), do young people live with their families when they are eighteen, nineteen, or twenty?
4. In (Vietnam), when do people move away from their families?
5. When did you move away from your family?
6. Why do you think Americans don't get married when they are very young?

7. Do you think it is good to move far away from your family when you are young? (Here, the teacher can discuss how Americans value striking out on one's own and creating one's own life).
8. In (Vietnam), why don't people live with their friends? Why don't people move far away from their families?

#### Creative Writing.

- a. The teacher writes on the board, "My Family".
- b. Students copy the title and write about their own families. Students resort to their copies of the reading for vocabulary, spelling, and to use as a model for organizing their sentences. To facilitate the exercise, the teacher can limit the number of sentences the students are required to write.

#### Card Reading.

- a. The teacher writes words from the reading on individual index cards.
- b. The teacher displays the cards individually and students take turns reading them.
- c. One student reads all the cards. Once the student has attempted to read the card, the teacher places it in one of two piles - one pile for those cards identified correctly and another pile for those cards which the student does not identify.
- d. The teacher counts aloud the cards in each pile. This is a visual means of measuring progress as the "unknown" piles hopefully decrease in size. This exercise also breaks up the monotony of practicing reading by creating a sort-of game.

**6.****911****Affective Objectives**

1. To recognize the effectiveness of calling the local emergency number.
2. To be aware that all people, particularly people living in a large city, can be victims of crime.
3. To describe personal experiences of harassment on the street and/or in the home.
4. To discuss personal experiences with calling the emergency number and the effectiveness of this system.

**Language Objectives**

1. To review regular and irregular past tense verbs.
2. To paraphrase sections of the reading.
3. To mime the story.
4. To respond to oral comprehension questions.
5. To write responses to written comprehension questions.
6. To recognize, produce, and spell words containing the diphthong "ae".
7. To punctuate the story by placing periods in the appropriate places.
8. To retell the story.

## 911

One night I came home with my room-mates. It was late. It was 2 a.m. I saw a young man walk by our house. He walked to the corner, turned around, and walked by our house again. He looked in the windows. I was afraid.

The next week my room-mate saw him looking in our windows again. She called 911. The police came right away. One policeman went behind the house. He found the man. The police took the man away in their car. The man never came back again.

## INTRODUCTION TO THE READING

1. Students take ten or fifteen minutes to read the story in pairs. Students circle the words they cannot read. The strong readers work with the weaker readers, allowing more independence from the teacher. The teacher circulates working with students individually.
2. The teacher reads the story aloud, giving students an opportunity to identify their circled words. All vocabulary questions are explained when the teacher has completed the reading.
3. The students again read in pairs.
4. Students take turns reading sections of the story. The teacher records pronunciation errors.
5. The teacher writes the mispronounced words on the board and students practice the correct pronunciations.
6. One student reads the entire reading, incorporating the correct pronunciations focussed on in step 5.
7. Students paraphrase any sections of the story they can understand and/or verbalize without looking at the reading. Students are not expected to speak accurately. The teacher indirectly corrects by restating in accurate sentences what each student attempts to communicate. The teacher's role is to clarify meaning.

In preparing the reading, the teacher substitutes 911 with the local emergency number of her students.

## ACTIVITIES

### Miming.

- a. The teacher appoints roles to individual students - a narrator, two room-mates, two policemen, and the window peeper. Some effective props are a cardboard frame to represent a window, a leather jacket for the police with a badge, and a telephone.
- b. The students silently act out the story as the narrator reads aloud. The remaining students are the spectators.
- c. The mime is repeated enough times so that all students have an opportunity to perform a role.

### Comprehension Questions.

- a. The teacher poses questions in a discussion format. Students respond orally. The teacher uses cuisinaire rods as visual cues to guide the students to produce accurate sentences. She rearranges, adds, and removes rods, which represent individual words.
- b. Once a response is correct, the teacher uses the sentence as a model for a mini-drill, having individual students repeat the correct sentence.

### Example Comprehension Questions.

1. Why was I afraid when I came home?
2. How many times did the man walk by my house?
3. The next week, who saw the man looking in the windows?
4. What did my room-mate do when she saw the man looking in the windows?
5. Did the police come quickly?
6. Where did the policeman find the man?
7. After the police came, did the man come back again?

### Written Comprehension Questions.

- a. Students read the above questions and write responses. The teacher encourages students to write in complete sentences, reinforcing vocabulary, spelling, and sentence structure.

### Charades

- a. The teacher writes "room-mate" on the board, underlining the "a" and the "e". She pronounces the word several times, stressing the sound of the dipthong "ae".
- b. Students locate two additional words from the story that contain the dipthong "ae" - "came" and "late". The teacher writes them on the board as the students spell them.
- c. The teacher mimes, as is done in the game Charades, additional words that contain "ae". Students call out the words and the spelling of the words when they recognize the mime. The teacher writes the words on the board. To make this activity more of a game, the students attempt to identify all the words the teacher mimes within a specific time frame. An hourglass can be used to measure time, as is done in the game Spill and Spell. Some "ae" words generally familiar to beginners are; make, take, made, plate, same, name, tape, ate, date, wake.
- d. Students copy the list of words.
- e. (The following day) Students take turns reading the words on separate cards.
- f. Dictation.

The "ae" dipthong is a particularly appropriate sound on which to focus in this lesson because it is contained three times in the first line of the reading.

### Punctuation.

- a. The teacher prepares a handout of the reading, excluding the periods.
- b. Students listen to the teacher read aloud, following silently, marking periods where they hear the teacher pause. As commas are included on the handout, the teacher instructs students not to mark periods where there are commas. To facilitate the exercise the teacher can state the number of periods the students need to place in the reading. She can also leave more space between words on the handout, making it easier for students to read.
- c. Students read the story aloud, each student being responsible for one sentence and thus stopping in the correct place. This is an effective means of peer correction as students enjoy seeing if everyone stops in the same places.

### Paraphrasing the Story.

- a. One student begins with the first sentence of the reading.
- b. The next student to volunteer, repeats the sentence of the first student and adds her own sentence. Students continue as such, the last student being responsible for retelling the entire story. The objective is not to retell the story verbatim but to paraphrase the story, sequencing it correctly and including the main ideas.

### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening, what each student attempts to communicate.

### Example Discussion Questions.

1. Why do you think the man looked in our windows?



2. Did anyone ever look in your windows? Did anyone ever come into your house?  
Did anyone ever rob you? Did anyone ever hurt you?
3. What did you do? Did you call 911? Why not?
4. What do you think my room-mate said when she called 911?
5. Do you think it's good that my room-mate called 911? Why? Why not?

## 7.

**ARE YOU MISSING SOMETHING?****Affective Objectives**

1. To recognize the prevalence of crime.
2. To discuss appropriate ways of reacting as a victim of crime.
3. To observe the custom of giving someone money when they find and return money.
4. To hypothesize whether the purse was found or taken.

**Language Objectives**

1. To mime the reading.
2. To demonstrate listening skills through paraphrasing sections of the reading.
3. To demonstrate reading and listening comprehension through identifying oral statements as true or false.
4. To identify written statements as true or false.
5. To produce and spell rhymes.
6. To arrange individual sentences from the reading in correct chronological sequence.
7. To create sentences around single words taken from the reading.
8. To write student-generated sentences.

## **Are You Missing Something?**

One night I was riding my bicycle to the supermarket. I always put my purse in the basket. I don't know why but I looked in my basket. My purse was gone.

I got off my bicycle and looked around. A man said to me, "Are you missing something?" I said, "Yes, my purse is gone." He said, "I think those people over there took it."

I ran to the people. They had my purse. They said, "We found this purse on the ground. Is it yours?" I wanted to give them money but I didn't have change.

Maybe they found my purse or maybe they took it. I didn't care. I was happy to get my purse back.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud while the students listen without reading.
2. Students paraphrase any section of the reading they understand and/or can verbalize. Students are not required to speak accurately. The teacher indirectly corrects by restating in accurate sentences what each student attempts to communicate. The teacher's role is to clarify meaning.
3. Students read in pairs. The strong readers are matched with the weak readers to allow for more independence from the teacher. The teacher circulates, working with students individually.
4. Students take turns reading sections of the story aloud. The teacher notes down pronunciation errors.
5. The teacher writes the pronunciation errors on the board and students practice the correct pronunciation.
6. One student reads the entire reading aloud, incorporating the correct pronunciations of those words previously focussed on in step 5.

## ACTIVITIES

### Miming.

- a. The teacher appoints roles to individual students - a narrator, the victim, the man on the street, the two people that gave back the purse. Useful props are a bicycle with a basket, a purse, and a wallet containing a large bill.
- b. The students with the assigned roles silently act out the story as the narrator reads aloud. The students speak where their characters are quoted. The remaining students watch the performance, improving their understanding of the reading.
- c. The mime is repeated enough times so that all the students in the class have an opportunity to perform a role.

### Yes/No Statements.

- a. Students number a blank paper one to ten.
- b. The teacher reads affirmative statements aloud, related to the reading.
- c. Students respond by writing yes or no next to the number that represents the statement read. Students write yes if the statement is true, based on the reading and no if the statement is false.
- d. When the teacher has completed reading all the statements, she returns to the first statement and asks individual students to explain their responses.

### Example Statements

1. I was driving my car to the supermarket.
2. When I looked in my basket my purse was gone.
3. A woman asked me, "Are you missing something?"
4. I ran to the people to get my purse.
5. I went inside the supermarket to look for my purse.

6. The people gave me my purse.
7. The people said they found my purse.
8. I gave the people some money.
9. I am sure the people found my wallet.
10. I was happy to get my purse back.

#### Written Yes/No Statements

- a. The teacher writes the above statements on a handout, varying the sequence in order to make the exercise more challenging for the students.
- b. Students read the statements and respond by writing yes or no.

#### Sound Alikes

- a. The teacher lists the following words on a handout, leaving a blank line below each word; found, why, me, man, took, got, it, give, had, missing.
- b. Students locate one word from the story that rhymes with found, why, me, man, took. Students draw words from their own vocabularies that rhyme with got, it, give, had, missing. The words are written on the lines below the words with which they rhyme. For example: 1. found (Students write) ground.
- c. Students, in groups, write all the words from the handout on index cards and place them face down.
- d. Students take turns turning over two cards. If the words on the two cards rhyme, the students keep the two cards and take another turn. If the words on the cards do not match the students place the two cards face down in the same location on the table.
- e. The game continues as such until there are no cards remaining. The students with the most number of matches wins the game.

### Reordering the Story.

- a. The teacher writes sentences from the reading on separate strips of paper, mixes them up, and places them in an envelope. Those sentences which are not crucial to the story line can be excluded. Minimizing the amount of reading material facilitates the students ability to complete the exercise.
- b. Students work in groups, each group receiving one envelope. Each group arranges the strips of paper so that they retell the story.

### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening, what each student attempts to communicate.

#### Example Discussion Questions

1. What did I do when the man told me the people took my purse?
2. Do you think it was a good idea to run after the people?
3. Did the people have a knife? Did the people have a gun?
4. Do you think maybe I should have called the police?
5. What would you have done if those people took your purse?
6. Did anyone ever take your money? What did you do?
7. Why did I want to give the people money?
8. In (Cambodia), do people give money to people who find their money?
9. Do you think the people took my purse or found my purse? Why?

### Forming Sentences.

- a. The teacher writes one word from the story on the board. The teacher selects vocabulary of which the students need clarification or reinforcement. Some suggested words from the reading are - purse, across, found, ground,

basket, gone, got off, missing. Students take turns forming oral sentences, based on the story, around the written words. The teacher guides the students to produce grammatically correct sentences using cuisinaire rods as visual cues. The teacher rearranges, adds, and removes rods, which represent individual words. The sentences generated are not necessarily identical to those in the reading but are to represent a rewording.

b. Once a correct sentence is created the teacher institutes a mini-drill, using the sentence as a model for students to repeat.

#### Forming Sentences in Writing.

a. Students work in pairs, writing the sentences they generated in the previous activity. Students resort to their copies of the reading for spelling.



## 8.

**A WEDDING****Affective Objectives**

1. To observe some North American wedding customs.
2. To describe a traditional wedding ceremony of the student's native country.
3. To discuss and compare values that Americans place on marriage with values placed on marriage in student's native countries.

**Language Objectives**

1. To review simple past and future time "going to".
2. To paraphrase sections of the reading.
3. To write responses to oral comprehension questions.
4. To draw pictures representing the reading.
5. To practice stressing three-syllable words.
6. To select appropriate missing words from sentences.
7. To simulate a typical North American wedding.
8. To write a description of student's own wedding ceremony or of a wedding ceremony typical of the student's native country.

## **A Wedding**

Last Saturday my friend got married. Her name is Terry. Her husband's name is Dutch.

The wedding was beautiful. Terry wore a long white dress and flowers in her hair. She looked beautiful. The music was beautiful.

There were 120 people at the wedding. Everyone ate a big dinner, drank champagne, and danced.

Everyone is happy that Terry and Dutch got married. They are not too young. Terry is 26. Dutch is 27. They have good jobs. They are architects. They bought a house together. They are going to have children in one year. They are going to have a good life together.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud while the students follow silently, saving vocabulary question until the teacher has completed the reading.
2. Students read in pairs. The strong readers are matched with the weaker readers, allowing more independence from the teacher and freeing the teacher to work with students individually.
3. Students read the story aloud together, each student being responsible for one sentence. Students read in order of seating arrangement. The teacher stands behind each student as the student reads, repeating after her/him so that the correct pronunciation is heard clearly. The student then repeats after the teacher, attempting to pronounce the words identically. The teacher moves quickly from student to student. Students can become restless quickly as this is an individualized activity.
4. Students paraphrase any sections of the reading they understand and can verbalize. Students are not required to speak accurately. The teacher indirectly corrects by restating in accurate sentences what each student attempts to communicate. The teacher's role is to clarify meaning.

Pronunciation is particularly focussed on in this reading because a large number of the words often present pronunciation problems. The three words - Terry, wore, and were - are difficult to produce because the three vowel combinations only slightly vary in sound. Further the "ch" in "Dutch" and "champagne" is difficult for students to pronounce.

## ACTIVITIES

### Comprehension Questions

- a. Students number a blank paper one to ten.
- b. The teacher asks questions orally concerning the reading. Students write their responses. It may be necessary for beginning students who generally have weak spelling skills to resort to the reading in order to write their responses. Oral comprehension is still required as students must understand the question in order to write the appropriate response.

### Example Comprehension Questions.

1. When did Terry and Dutch get married?
2. What color dress did Terry wear to her wedding?
3. What did Terry wear in her hair?
4. What did people do at the wedding?
5. How many people came to the wedding?
6. How old are Terry and Dutch?
7. Do they have good jobs?
8. What do they do?
9. What do architects do?
10. When are Terry and Dutch going to have children?

### Drawing Pictures

- a. The teacher rewrites the reading on three separate pages, the first two paragraphs on the first page and the remaining two paragraphs on the next two pages. The teacher writes the paragraphs at the bottom of the page, leaving a major portion of the page blank.

- b. Students draw a representation of what is written at the bottom of the page in the blank space. Crayons or magic markers of a variety of colors are provided.
- c. Students explain what they have drawn.

### Syllable Listing.

- a. The teacher writes the numbers one and two as separate column headers on the board. She writes "carpenter" under number one and "expensive" under number two, leaving space between syllables and placing a stress mark on the appropriate syllables as she pronounces the two words: car' pen ter, ex pen' sive. (Here, the teacher chooses any two three-syllable words that are stressed differently with which her students are familiar.)
- b. Students, as a class, locate the remaining three-syllable words in the reading and decide under which of the two columns they belong, according to how they are stressed. The students first listen to each other pronounce the word and finally listen to the teacher. Once the students identify in which column the words belongs, the teacher writes the word, again leaving space between syllables and placing the stress mark where the students instruct her to. "Saturday", "everyone", "beautiful", and "architects" are placed in column number one. "Together" is placed in column number two.
- c. Students practice the pronunciation of the words. The teacher demonstrates the stress by clapping her hands or tapping with a pencil. The students read in unison with the clapping or tapping.
- d. The teacher and students read in unison with another student's clapping or tapping.
- e. The teacher circles three or four of the easier, phonetically spelled words. Students study the circled words for a dictation.

f. (The following day) A dictation.

This exercise gives students an opportunity to gain confidence in spelling long words. Having focussed on the pronunciation of each of the syllables separately, students will more easily be able to spell the words.

### Cloze Exercises.

Example worksheet.

1. \_\_\_\_\_ my friend got married.

(Last week, Next week)

2. The wedding was \_\_\_\_\_.

(nice, terrible)

3. \_\_\_\_\_ name is Terry.

(She, Her)

4. There were \_\_\_\_\_ people at the wedding.

( a few, many)

5. Everyone \_\_\_\_\_ champagne.

(ate, had)

6. Terry and Dutch are \_\_\_\_\_.

(young, old)

7. Terry and Dutch are going to have children \_\_\_\_\_.

(in three years, next year).

8. Terry and Dutch \_\_\_\_\_ a house.

(rent, have)

9. They \_\_\_\_\_ architects.

(is, are)

10. Last Saturday my friend \_\_\_\_\_ married.

(got, get)

### Simulation

- a. The teacher gives each students a card with one of the following words written on it: bride, groom, bridesmaid, maid of honor, best man, father, guest. Students assume the role written on their card. The teacher is the minister.
- b. The room is arranged with the chairs in rows facing the blackboard and allowing space for a center aisle. A cross is drawn on the blackboard to represent an alter.
- c. The students who are guests sit in the chairs. The groom and best man stand in front of the blackboard, facing the audience as is done in a traditional American wedding. As the music plays the wedding party proceeds down the center aisle. The bride and groom then repeat their vows after the minister, and exchange rings. The minister pronounces them husband and wife.

### Suggested Props.

flowers (for the bride and bridesmaids)

sportjacket with flower (for the groom)

hat with flowers (for the bride)

music

2 rings

### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening, what each student attempts to communicate.

### Example Discussion Questions.

1. Where do many Americans get married? What do the two people getting married say to each other in the church? What do they do?
2. (The teacher explains here that a wedding has two parts - the ceremony and the party after the ceremony. She explains that Terry and Dutch got married first in a church but the reading only talks about the wedding party.) Tell me about Terry and Dutch's wedding. What did people do at the wedding? What did Terry wear?
3. What does the woman wear to her wedding in (Cambodia)? What does the man wear? Where do people get married in (Cambodia)? Do the bride and groom give each other rings? Do many people go to the wedding? Is there a big party? (The teacher asks students beforehand to bring to class photographs of their weddings or photographs of traditional weddings of their native countries. Students explain the photographs.)
4. Is everybody happy that Terry and Dutch got married? Why?
5. How old are people when they get married in (Cambodia)?
6. Do they buy a house before they get married?
7. Sometimes it's a good idea for people to get married and sometimes it's a bad idea. When do you think it's a good idea for people to get married and when do you think it's a bad idea? (The teacher can list the pros and cons that the students provide in separate columns. The teacher initially suggests some pros and cons if students are hesitant in responding.)

### Creative Writing.

- a. The teacher writes on the board, "A Wedding".
- b. Students copy the title and write a brief description of their own wedding or of a wedding they attended which was traditional of their native country. Students resort to the reading for vocabulary, spelling, and ideas. To facilitate



the exercise, the teacher can limit the number of sentences the students are required to write.

## 9.

**FIRE****Affective Objectives**

1. To recognize that all people have strengths and weaknesses in their abilities to perform certain tasks.
2. To practice job interviewing skills by talking about oneself - one's goals, interests, and abilities.
3. To discuss advantages and disadvantages of one's job and of various other occupations.
4. To discuss when a supervisor is justified in firing an employee.
5. To discuss fear of losing one's job.

**Language Objectives.**

1. To review the simple past.
2. To demonstrate listening comprehension through paraphrasing sections of the reading.
3. To demonstrate reading and listening comprehension through identifying oral statements as true or false.
4. To identify written statements as true or false.
5. To generate and pair rhyming words.
6. To arrange individual words from a section of the reading in correct order.
7. To complete sentences orally.
8. To complete written sentences.

## **Fired**

Two years ago, I was a secretary. I liked my job because I made a lot of money and because the office was on a boat. I could look out the windows and see the ocean. But every day I just typed and typed. That's all.

One day I was depressed and tired. I made a lot of mistakes in a letter. My boss got angry. He fired me.

I felt stupid. I was never late to work. I worked hard but I just couldn't type very well.

Now I'm glad my boss fired me. I really didn't like typing. I'm happy with my new job.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud while students listen without reading.
2. Students paraphrase any section of the reading they understand and can verbalize from listening to the story. Students are not required to speak accurately. The teacher indirectly makes corrections by restating in accurate sentences what each student attempts to communicate. The role of the teacher is to clarify meaning.
3. Students read in pairs, freeing the teacher to circulate and work with students individually. The strong readers are matched with the weak readers so that students are able to work more independently from the teacher.
4. Students take turns reading sections of the story aloud. The teacher records pronunciation errors.
5. The teacher writes the mispronounced words on the board and students practice the correct pronunciations.
6. One student reads the entire reading, incorporating the correct pronunciations focussed on in step 5.

## ACTIVITIES

### Yes/No Statements.

- a. Students number a blank paper one to ten.
- b. The teacher reads affirmative statements aloud, related to the reading.
- c. Students respond by writing yes or no next to the number that represents the statement read. Students write yes if the statement is true, based on the reading and no if the statement is false.
- d. Having read all the statements, the teacher returns to each statement and calls on individual students to explain their responses.

### Example Statements.

1. I was a secretary before.
2. I liked my job because I liked to type.
3. I did many things in my job.
- 4.. I liked my job because I made a lot of money.
5. I worked downtown in a tall building.
6. My boss fired me because I was always late to work.
7. My boss fired my because I didn't type very well.
8. One day I made many mistakes typing a letter because I was tired.
9. Now I'm happy my boss fired me.
10. Now I don't have a job.

### Written Yes/No Statements.

- a. The teacher writes the above statements on a handout, varying the sequence in order to make the exercise more challenging.
- b. Students read the statements and respond by writing yes or no.

### Sound Alikes.

- a. The teacher lists the following words on a handout, leaving a blank line below each word: tired, boat, day, late, all, now.
- b. Students locate one word from the story that rhymes with "tired" (fired) and write it on the line below "tired".
- c. Students write five more words not found in the reading, that rhyme with one of the remaining words. If students need guidance in generating words the teacher can mime some words. Some words generally familiar to beginners are - coat, pay, date, call, how.
- d. Students, in groups, write all the words from the completed handout on index cards and place them face down.
- e. Students take turns reversing two cards. If the words on the two cards rhyme, the student keeps the two cards and takes another turn. If the words on the two cards do not rhyme, the student places the cards face down in the same location on the table.
- f. The game continues as such until there are no cards remaining. The student with the most number of matches wins the game.
- g. The teacher indicates which words to study for a dictation. The teacher gives a dictation the following day.

### Scrambled Paragraph.

- a. The teacher writes the words from paragraphs two, three, and four on individual pieces of paper, mixes them up, and places them in an envelope.
- b. Students work in groups, each group receiving one envelope, to reconstruct the three paragraphs.

### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening what each student attempts to communicate.

#### Example Discussion Questions.

1. What did I like about my job? What didn't I like about my job? What do you like about your job? What don't you like about your job?
2. What kind of job do you want? Why? What's good about that job (the occupation the student's mention). Do you like to work with people? Do you like to work outside? Do you like to work with machines? Do you like to work with numbers?
3. Do you think I was a good secretary? Why? Why not? Can you type well? What can you do well? What can't you do well?
4. Do you think my boss was right to fire me? Why?
5. Were you ever fired? Why? Are you afraid of getting fired?

### Completing Sentences.

- a. The teacher states, "I like my job because", placing five cuisinaire rods in a row in front of her to represent the five words. Students volunteer to complete the sentences based on their own experience and ideas. The teacher adds more rods to the row, representing the words the student has added. The teacher can rearrange, add, remove rods to guide the student to speak accurately.
- b. Once a correct sentence has been established the teacher uses it as a model for a mini-repetition drill.
- c. The same exercise is repeated three more times using the following introductory clauses; "I don't like my job because...", "I liked my job

because...", "I didn't like my job because..." The past tense clauses are included to allow for those students not presently working to participate in the exercise.

Completing Sentences in Writing.

Example Worksheet. (The teacher instructs students to list two different reasons for each example.)

1. I like my job because \_\_\_\_\_.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

2. I don't like my job because \_\_\_\_\_.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

3. I liked my job because \_\_\_\_\_.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

4. I didn't like my job because \_\_\_\_\_.

a. \_\_\_\_\_.

b. \_\_\_\_\_.



## 10.

**MY FRIEND HONG****Affective Objectives**

1. To recognize corruption and discrimination in the work place.
2. To describe personal experiences with discrimination in the work place.
3. To explain reasons for corruption and discrimination.
4. To discuss ways of working against corruption.

**Language Objectives.**

1. To paraphrase sections of the reading.
2. To demonstrate comprehension through writing responses to oral questions.
3. To identify, generate, and spell words containing the initial consonant "h".
4. To unscramble selected sentences from the reading.
5. To identify words from the reading randomly and separately.
6. To create sentences based on single words contained in the reading.
7. To write sentences generated orally.

## **My Friend Hong**

I have a friend. Her name is Hong. She is Cambodian.

Hong was a hairdresser in Phnom Penh. For a long time Hong couldn't work as a hairdresser in Boston because she didn't have her license. I helped her get her license. Hong was very happy when she got her license.

Now Hong is working in a nice shop but she isn't happy. She works 40 or 50 hours a week but her paycheck is small. Her boss asks her to do many things but he doesn't pay her very much. Sometimes he takes her tips.

Hong's boss knows she can't speak very well. He knows she won't tell anyone he doesn't pay her very much. He knows she won't tell anyone he takes her tips. He knows she is afraid.

## INTRODUCTION TO THE READING

1. The teacher reads the story aloud, while the students read along silently.
2. Students read in pairs, freeing the teacher to work with students individually. The strong readers are matched with the weak readers to allow for more independence from the teacher.
3. Students take turns reading sections of the story aloud. The teacher records pronunciation errors.
4. The teacher writes the mispronounced words on the board and students practice the correct pronunciation.
5. One student reads aloud the entire reading, incorporating the correct pronunciations focussed on in step 5.
6. Students paraphrase any sections of the reading they understand and can verbalize without looking at the reading. Students are not required to speak accurately. The teacher indirectly corrects by restating in accurate speech what each student attempts to communicate. The teacher's role is to clarify meaning.

## ACTIVITIES

### Comprehension Questions.

- a. Students number a blank sheet of paper from one to ten.
- b. The teacher asks questions orally, related to the reading. Students write their responses next to the number represented by the question read. It may be necessary for beginning students who generally have weak spelling skills and reading comprehension to resort to the reading in order to write their responses.

### Example Comprehension Questions.

1. Where did Hong work as a hairdresser before she came to the United States?
2. Did she work as a hairdresser when she first came to Boston?
3. Why not?
4. Why was Hong happy when she got her license?
5. Does Hong work part-time or full-time now?
6. Is Hong happy now?
7. Why not?
8. Is Hong's boss nice?
9. Why not?
10. Why does Hong's boss take her tips?

### Word List

- a. The teacher writes "Hong" on the board, underlining the "h". She pronounces the word several times, stressing the sound of the "h".
- b. Students locate six additional words included in the reading that have "h" as the initial consonant. The teacher lists them on the board as the students call them out.

- c. In pairs, students list words from their own vocabularies that contain the initial consonant "h". The teacher circulates, helping with the spelling.
- d. Students, as a class, compare lists to create one single word list. The teacher again lists the words on the blackboard as the students name and spell the words aloud. If students have difficulty generating words, the teacher can help by miming words with which her students are familiar. Some words generally familiar to beginners are - hot, hat, his, him, hurry, hurt, hand, head, hit, hold, how.
- e. The teacher circles the words from the list that she wants the students to spell for a dictation the following day. Students copy the words.
- f. (The next day) Students take turns reading the words from step e on individual index cards.
- g. Dictation.

### Scrambled Sentences.

- a. The teacher selects sentences randomly from the story and writes the individual words on index cards. The cards are placed in piles, each pile comprised of one sentence, in the middle of the table. The cards in each pile are scrambled.
- b. Students, in groups, arrange one sentence at a time in correct order.
- c. Students copy the sentence, mix it up again, and place it in the middle of the table for the other groups to work with.
- d. When each group has finished reordering and copying all the sentences, students recite the sentences without looking at their written work.
- e. For the longer sentences and to make reciting easier for the less advanced students, one student can be responsible for one word in the sentence, and thus students, as a group recite the more difficult sentences.

This exercise is useful with this particular reading as it contains sentences with long clauses. Students will feel more comfortable with the reading once they have had an opportunity to focus on sentences individually.

### Card Reading.

- a. The teacher writes words from the story on individual cards.
- b. The teacher displays the cards one at a time, as different students read the cards.
- c. One student reads all the cards. Once the student has attempted to read the card, the teacher places it in one of two piles - one pile for those cards that are identified correctly and another pile for those cards which the student does not identify correctly.
- d. The teacher counts aloud the cards in each pile. This is a visual means of measuring progress as the "unknown" piles hopefully get smaller each time and it also breaks up the monotony by creating a sort-of game.

### Conversation.

- a. The teacher poses questions in a discussion format. Students respond orally. Correction is done by the teacher restating for clarification for herself and those listening, what each student attempts to communicate.

#### Example Discussion Questions.

1. Does Hong work hard? Does she make a lot of money? Why not?
2. Why doesn't her boss pay her very much money?
3. Do you work hard? Do you make a lot of money? Why not?
4. Do you think Hong's boss makes a lot of money? Why?

5. Do you understand your paycheck? Does your company always pay you the correct amount of money? Do you think your company takes money from you? Do you have any benefits?
6. Do you talk to your boss when your paycheck isn't right? Have you ever asked your boss for more money?
7. What do you think Hong can do about her problem? Why doesn't she ask her boss to stop taking her tips? Why doesn't she ask her boss for more money? Why doesn't she look for a better job?

#### Forming Sentences.

- a. The teacher writes one word from the story on the board. The teacher selects vocabulary of which the students need clarification or reinforcement. Some suggested vocabulary to select from the reading is - license, tips, paycheck, boss, asks, pay, afraid.
- b. Students take turns forming oral sentences, based on the reading, around the words the teacher writes on the board. The teacher guides the students to produce grammatically correct sentences using cuisinaire rods as visual cues. She rearranges, adds, and removes rods, which represent individual words. The sentences the students generate may or may not be identical to those in the reading, but they are to convey the same meanings.

#### Forming Sentences in Writing.

- a. Students work in pairs, writing the sentences they created in the prior activity. Students resort to their copies of the reading for spelling questions.

## WORKS CITED

Kuntz, Laurie. "Getting Lost". The New Arrival Book 1. San Francisco: Allemany Press, 1982.